Summary of Self-Reports for FY 2007
Technology Assisted Project Based Instruction Program

SECTION II: CHARTER SCHOOLS

Arizona Connections Academy

General Program Overview

Originally operating under the charter of Sierra Vista Charter School Inc., Arizona Connections Academy has been operating since the '03-'04 school year. Arizona Connections operated under another charter due to the current legislation of that time which prohibited TAPBI schools from operating under their own charter. In June 2005, ACA signed and obtained their own charter and have been operating under their own charter ever since.

A. Mission Statement

The mission of Arizona Connections Academy (ACA) is to leverage technology to help each participating student maximize his or her potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. Every ACA student has a Personalized Learning Plan and an entire team of adults (including an Arizona-certified teacher and a parent or other learning coach) committed to the student's successful fulfillment of that plan. ACA is a high-quality, high-tech, high-touch virtual "school without walls" program that brings out the best in every student through Personalized Performance Learning.

B. Number of Years in Operation

2 (under new contract)

C. Grade Levels Served

K through 10

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	0	
Full-time Student Enrollment	674	100%
Concurrent Student Enrollment	0	
Total Enrollment	674	

Retention Rate: 24.9%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 86%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: _____ **36.5%** _____
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: _____ **N/A** _____
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

   - Diagnostic pre/post testing
   - Program for All Children to Excel (PACE)
   - Personalized Learning Plans
   - The Learning Triad
   - Longitudinal Evaluation of Academic Progress (LEAP)
   - Clubs and Activities (virtual science fair, chess club, etc.)
   - College and career exploration
   - LiveLesson™- software tool to conduct one on one or group instruction
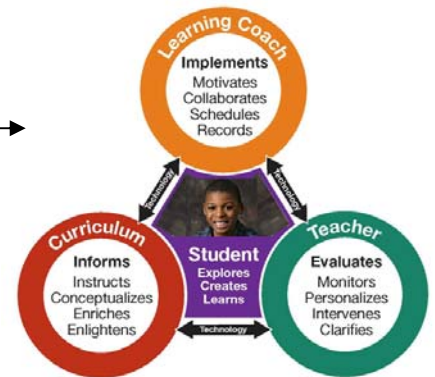
2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   As ACA is a virtual school, technology is an integral component of the program. All ACA students utilize technology on a regular basis. Technology is used in two primary ways. First, it is the basis for organizing student learning. Second, technology is used to supplement and enhance learning.

   - Learning Management System (LMS) – organize and customize student learning, track student progress, assess student learning, and facilitate communication b/w learning coaches , teachers, and students.
   - Supplemental Technology – Skills Tutor, Head Sprout, Brain Pop, Let's Go Learn, United Streaming.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

   READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	43	35	2	82,788	46
3	30	53	3	75,619	46
4	32	53	4	76,258	50
5	43	59	5	77,700	55
6	54	63	6	76,809	57
7	53	57	7	77,233	53
8	79	61	8	75,947	57
9	48	66	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	43	31	2	82,783	50
3	30	50	3	75,693	46
4	32	61	4	76,383	53
5	43	53	5	77,743	53
6	54	57	6	76,738	51
7	53	59	7	77,115	57
8	79	63	8	75,786	55
9	48	63	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	43	35	2	83,234	51
3	30	42	3	75,907	51
4	32	53	4	76,479	57
5	43	42	5	77,855	51
6	54	51	6	76,762	57
7	53	48	7	76,920	53
8	79	46	8	75,607	57
9	48	42	9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	3	TAPBI School	30	17	23	40	20	**60**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,705	9	17	54	20	**74**
	4	TAPBI School	32	9	19	56	16	**72**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,267	10	15	47	29	**76**
	5	TAPBI School	43	23	9	65	2	**67**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,701	11	18	52	19	**71**
	6	TAPBI School	54	28	19	43	11	**54**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,560	17	16	47	20	67
	7	TAPBI School	53	19	17	57	8	**65**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,749	12	16	53	19	72
	8	TAPBI School	79	28	18	47	8	**55**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,434	20	18	48	14	62
	10*	TAPBI School	27	11	30	52	7	**59**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	70,981	21	12	54	14	**68**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	3	TAPBI School	30	10	33	43	13	**56**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,419	6	23	59	13	**72**
	4	TAPBI School	32	9	13	72	6	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,045	10	23	57	10	**67**
	5	TAPBI School	43	5	33	56	7	**63**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,548	7	21	65	7	**72**
	6	TAPBI School	54	6	24	54	17	**71**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,608	8	23	62	8	**70**
	7	TAPBI School	53	4	25	64	8	**72**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,062	8	23	60	9	**69**
	8	TAPBI School	79	6	27	53	14	**67**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,772	10	25	58	7	**65**
	10*	TAPBI School	32	0	22	59	19	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	72,533	7	20	67	7	**74**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	3	TAPBI School	31	29	29	39	3	**42**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,689	5	13	66	16	**82**
	4	TAPBI School	32	16	28	44	13	**57**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,316	5	15	68	13	**81**
	5	TAPBI School	44	20	32	45	2	**47**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,726	3	27	65	5	**70**
	6	TAPBI School	55	11	25	60	4	**64**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,667	4	16	75	5	**80**
	7	TAPBI School	53	4	30	64	2	**66**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,218	3	14	78	6	**84**
	8	TAPBI School	79	3	29	66	3	**69**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,886	2	23	73	2	**75**
	10*	TAPBI School	32	3	22	63	13	**76**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	72,438	3	22	65	9	**74**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. The results of a survey of pupil satisfaction with the program, including:

- 84% of students rated the Connections Academy program "Excellent" or "Good"
- On a traditional A-F grading scale, 88% of students gave CA a grade of "A" or "B" overall
- 92% of students indicated their satisfaction either "Very" or "Somewhat" with the Connections Academy program
- 87% of students indicated that they are making good progress
- 83% of students indicated that they enjoy the program
- 93% of students indicated that their teacher was helpful and informative

6. **The results of a survey of parental satisfaction with the program, including:**

- 96% of parents indicated the use of the computer and LMS improved the learning experience
- 96% of parents indicate they were satisfied with the variety of learning activities and delivery modalities provided by Connections Academy
- 85% of parents indicated that they were able to personalize the curriculum
- 89% of parents indicated their child was able to learn at his or her own pace
- 94% of parents indicated that the program is flexible
- 95% of parents indicated that their child is making good progress
- On a traditional A-F grading scale, 95% of parents gave CA a grade of "A" or "B" overall
- 97% of parents felt the teachers were informative and helpful
- 96% of parents rated the CA curriculum either "Excellent" or "Good"

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

A variety of educational services and strategies are provided to meet the needs of underserved and at-risk students including curriculum modifications, supplemental technology, and other educational services. These techniques incorporate multiple modalities including visual (online lessons and supplemental materials), auditory (online lessons, BrainPop, modifications), and kinesthetic (manipulatives provided with science kit and texts).

8. **A description of the operational and administrative efficiency of the program.**

ACA rated themselves a 2.53 out of 3.

9. **A description of the cost-effectiveness of the program.**

State Revenue per Pupil: $6,728.21
Expenditures per Pupil: $4,528.33
Total Administrative Costs: $854,659

Arizona Distance Learning

General Program Overview

A. Mission Statement

The mission of Sequoia Choice is to deliver high quality, educational opportunities to students, helping them develop the competencies, character, and confidence needed to fulfill their individual goals and meet the challenges of a changing world.

B. Number of Years in Operation

Sequoia Choice dba Arizona Distance Learning and Sequoia Choice Labs began in 1998 and has been in operation for nine years.

C. Grade Levels Served

K-12

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	20	.9%
Full-time Student Enrollment	2233*	96.1%
Concurrent Student Enrollment	70	3.0%
Total Enrollment	2323	100%

Retention Rate: 46%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 71.4%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: 49%
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: 85%
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.
Sequoia Choice provides technology-assisted education to children in grades K-12. Students may learn at home with the support of their parents under the direction of a certified teacher. They move at a flexible pace and can select the materials best-suited to their learning styles from our diverse collection of resources. We service families and schools throughout the state.

The following are key elements of our program:
- Accommodation of Diversity
- Educational Choice
- Personalized Teacher Interaction

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

    Individualization of education is one of our primary goals. At Sequoia Choice students, parents, teachers, and other school support staff utilize a variety of technologies to provide students with unique and individualized educational programs. Students can be empowered with extraordinary educational experiences. For example, students in rural areas benefit from a wide variety of services offered, particularly through telecommunications infrastructure (Internet, telephone, etc.); gifted students can advance at their own pace; and unwed mothers find technology delivered education offers the flexibility needed to continue their education in an environment conducive to their family. Overall, parents' comments from our 2006-07 survey indicate that they and their students like distance education as shown in the survey results.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	71	61	2	82,788	46
3	81	51	3	75,619	46
4	61	68	4	76,258	50
5	72	71	5	77,700	55
6	72	63	6	76,809	57
7	98	63	7	77,233	53
8	127	63	8	75,947	57
9	118	59	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	71	57	2	82,783	50
3	81	53	3	75,693	46
4	61	69	4	76,383	53
5	71	69	5	77,743	53
6	72	61	6	76,738	51
7	98	66	7	77,115	57
8	125	57	8	75,786	55
9	118	53	9	74,869	51

MATHEMATICS

	TAPBI Program			STATE	
Grade	**# Tested**	**Average Percentile Rank**	**Grade**	**# Tested**	**Average Percentile Rank**
2	71	64	**2**	83,234	51
3	80	63	**3**	75,907	51
4	59	68	**4**	76,479	57
5	69	55	**5**	77,855	51
6	68	68	**6**	76,762	57
7	92	57	**7**	76,920	53
8	122	57	**8**	75,607	57
9	117	46	**9**	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	**3**	TAPBI School	79	4	18	61	18	**77**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,705	9	17	54	20	**74**
	4	TAPBI School	57	2	9	49	40	**89**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,267	10	15	47	29	**76**
	5	TAPBI School	69	6	12	68	14	**72**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,701	11	18	52	19	**71**
	6	TAPBI School	68	9	24	47	21	**68**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,560	17	16	47	20	**67**

	7	TAPBI School	91	11	20	56	13	**69**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,749	12	16	53	19	**72**
	8	TAPBI School	113	19	22	49	11	**60**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,434	20	18	48	14	**62**
	10*	TAPBI School	83	30	18	45	7	**52**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	70,981	21	12	54	14	**68**
	11*	TAPBI School	63	25	27	43	4	**47**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	39,350	38	22	35	5	**40**
	12*	TAPBI School	38	47	11	39	3	**42**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	20,709	47	23	27	3	**30**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	**3**	TAPBI School	80	4	16	71	9	**80**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,419	6	23	59	13	**72**
	4	TAPBI School	59	0	17	66	17	**83**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,045	10	23	57	10	**67**
	5	TAPBI School	72	3	10	78	10	**88**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,548	7	21	65	7	**72**
	6	TAPBI School	72	7	15	64	14	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,608	8	23	62	8	**70**
	7	TAPBI School	97	4	24	61	11	**72**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,062	8	23	60	9	**69**
	8	TAPBI School	118	9	20	62	8	**70**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,772	10	25	58	7	**65**
	10*	TAPBI School	76	9	16	64	11	**75**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	72,533	7	20	67	7	**74**
	11*	TAPBI School	40	8	40	50	3	**53**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	36,655	11	36	47	6	**53**
	12*	TAPBI School	23	15	31	38	15	**53**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	18,539	51	42	39	4	**43**

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	3	TAPBI School	81	10	12	68	10	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,689	5	13	66	16	**82**
	4	TAPBI School	60	8	7	60	25	**85**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,316	5	15	68	13	**81**
	5	TAPBI School	75	0	12	85	3	**88**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,726	3	27	65	5	**70**
	6	TAPBI School	73	3	19	73	5	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,667	4	16	75	5	**80**
	7	TAPBI School	97	4	24	61	11	**72**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,218	3	14	78	6	**84**
	8	TAPBI School	118	9	20	62	8	**70**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,886	2	23	73	2	**75**
	10*	TAPBI School	76	9	16	64	11	**75**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	72,438	3	22	65	9	**74**
	11*	TAPBI School	40	8	40	50	3	**53**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	40,309	5	30	56	9	**65**
	12*	TAPBI School	23	15	31	38	15	**53**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	17,679	9	39	44	8	**52**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. **The results of a survey of pupil satisfaction with the program, including:**

I am satisfied with the online curriculum and/or classes offered

	Response Percent
Strongly Agree	32.53%
Agree	25.30%

The program is improving my attitude towards learning and helping to foster a love of learning in general.

	Response Percent
Strongly Agree	12.04%
Agree	25.30%

The program offers a variety of materials and resources to support my educational needs.

	Response Percent
Strongly Agree	19.27%
Agree	57.83%

6. **The results of a survey of parental satisfaction with the program, including:**

I am satisfied with the online curriculum and/or classes offered

	Response Percent
Strongly Agree	11.40%
Agree	54.30%

The program is improving my student's attitude towards learning and helping to foster a love of learning in general.

	Response Percent
Strongly Agree	8.30%
Agree	38.90%

The program offers a variety of materials and resources to support my student's educational needs.

	Response Percent
Strongly Agree	8.30%
Agree	38.90%

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

Sequoia Choice makes its courses and resources available statewide. The particular needs of students enrolled with Sequoia Choice are quite varied. Our implementation of technology permits us to individualize delivery in such areas as: curriculum choice, level of curriculum unique to subject or across multiple subjects, one-on-one tutoring, and peer tutoring. Further, we have noted a marked increase in teacher-student interaction as technology has eliminated the stigmas traditionally associated with teacher-student interaction in the classroom. Students receive individual needs analysis and academic counseling. All students receive specific training in the setting and meeting of goals, personal responsibility, and personal accountability. The use of technology increases the quantity and types of access the student has to course materials and other resources, broadening the range of learning modalities available to the student.

We have specifically targeted the following types of students who we believe have been under served by traditional educational institutions:

1. Students in rural areas
2. Students with special needs (specifically, certain categories of special education students)
3. Gifted students can advance at their own pace
4. Unwed mothers and pregnant teens
5. Others who cannot readily attend school at traditional times and places

8. A description of the operational and administrative efficiency of the program.

Sequoia Choice rated themselves a 2.76 out of 3.

9. A description of the cost-effectiveness of the program.

State Revenue per Pupil: $6,352.48
Expenditures per Pupil: $4,318.43
Total Administrative Costs: $1,501,669.72

Arizona Virtual Academy

General Program Overview

A. Mission Statement

AZVA is a partnership of families and teachers that empowers students in a flexible learning environment with a challenging curriculum, regardless of geographic, financial, or demographic circumstance. We are a community of pioneering educators providing an innovative use of technology, helping to educate well-rounded, well-educated children and to create confident adults.

B. Number of Years in Operation

4

C. Grade Levels Served

K-11

D. TAPBI Program Student Counts for the 2005-06 School Year (FY 2006)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	2306	63%
Full-time Student Enrollment	1266	34%
Concurrent Student Enrollment	124	3%
Total Enrollment	3696	100%

Retention Rate: 78%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 78%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: 18.5%
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: 17.5%
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

   The Arizona Virtual Academy does not target a specific population of students. AZVA believes that all students can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. AZVA provides all of the essential tools both teachers and parents need to give students an excellent education at home. Three basic ideas guide our approach to education: 1) **Provide rich content and solid skills instruction, in a sequence that builds year by year.** K12's curriculum is based on traditional core subject matter that allows students to learn continuously, from the earliest years. 2) **Employ varied learning approaches.** Our lessons offer many ways to get students actively engaged in their learning: reading, writing, calculating, speaking, listening, singing, acting, drawing, painting, and more. 3) **Use technology wisely.** K12 is driven by what is best for the student; we use technology when there is a good reason for it. To accommodate the diverse learning styles of children, AZVA employs a variety of teaching strategies, including direct instruction, hands-on exploration, use of manipulatives and games, practice exercises, regular reviews of previous work, and frequent assessments. Additional instructional materials include workbooks, textbooks, science lab materials, and more.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   - **Online School/Learning Management System** – Provides teachers, students, and parents access to robust instructional materials including descriptive text, graphics, videos, and interactive learning activities.
     - Home page/Announcement – Allows a consistent way for the school to communicate important announcements immediately to all families.
     - Planning - Allows the teacher and parent to create a schedule and lesson plan and view lesson lists.
     - Progress – Allows the teacher and parents determine the pace and level of the student in every subject to ensure every student is making sufficient academic progress. Provides information on what assessments have been mastered, what needs to be accomplished and what percentage of the course had been successfully complete.
     - Attendance – A system to determine each student's number of instructional hours for each lesson in each subject.
   - Community Board – Provides a place for fostering school community and providing in depth information on academic best practices and school programs. Contains student, teacher, and parent discussion threads.
   - Elluminate – An online interactive classroom used for student instruction/tutoring, parent and teacher training programs, and social opportunities.
   - Internet access – All students and teachers are provided Internet access as part of enrollment and employment. The Internet provides a wealth of technology and media to support instructional activities and practices.
   - Email – Allows families and teachers to stay in constant communication. Most families use email communication on daily basis with their teacher.
   - United **Streaming** - A digital video-based learning resource from Discovery Education that provides on-demand access to 50,000 content-specific segments from 5,000 full-length educational videos.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	**# Tested**	**Average Percentile Rank**	**Grade**	**# Tested**	**Average Percentile Rank**
2	288	44	2	82,788	46
3	218	53	3	75,619	46
4	256	55	4	76,258	50
5	256	63	5	77,700	55
6	335	59	6	76,809	57
7	378	59	7	77,233	53
8	424	53	8	75,947	57
9	142	59	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	**# Tested**	**Average Percentile Rank**	**Grade**	**# Tested**	**Average Percentile Rank**
2	229	30	2	82,783	50
3	215	50	3	75,693	46
4	256	57	4	76,383	53
5	254	61	5	77,743	53
6	333	53	6	76,738	51
7	374	59	7	77,115	57
8	423	53	8	75,786	55
9	142	53	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	**# Tested**	**Average Percentile Rank**	**Grade**	**# Tested**	**Average Percentile Rank**
2	229	40	2	83,234	51
3	219	44	3	75,907	51
4	258	50	4	76,479	57
5	256	48	5	77,855	51
6	335	51	6	76,762	57
7	377	46	7	76,920	53
8	424	40	8	75,607	57
9	141	48	9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	3	TAPBI School	216	17	19	48	16	**64**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,705	9	17	54	20	**74**
	4	TAPBI School	258	15	20	48	17	**65**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,267	10	15	47	29	**76**
	5	TAPBI School	254	15	20	52	13	**65**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,701	11	18	52	19	**71**
	6	TAPBI School	332	22	17	49	11	**60**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,560	17	16	47	20	**67**
	7	TAPBI School	376	20	26	45	9	**54**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,749	12	16	53	19	**72**
	8	TAPBI School	421	33	24	39	4	**43**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,434	20	18	48	14	**62**
	10*	TAPBI School	80	29	13	53	5	**58**
		Non-TAPBI^	237	56	17	25	1	**26**
		Statewide	70,981	21	12	54	14	**68**
	11*	TAPBI School	5	*	*	*	*	*
		Non-TAPBI^	287	55	28	17	0	**17**
		Statewide	39,350	38	22	35	5	**40**

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	**3**	TAPBI School	215	7	23	62	9	**71**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,419	6	23	59	13	**72**
	4	TAPBI School	256	9	19	62	9	**71**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,045	10	23	57	10	**67**
	5	TAPBI School	254	7	17	69	7	**76**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,548	7	21	65	7	**72**
	6	TAPBI School	332	7	20	66	7	**73**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,608	8	23	62	8	**70**
	7	TAPBI School	377	6	24	59	11	**70**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,062	8	23	60	9	**69**
	8	TAPBI School	421	9	27	57	7	**64**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,772	10	25	58	7	**65**
	10*	TAPBI School	85	2	7	83	7	**90**
		Non-TAPBI^	227	21	40	38	2	**40**
		Statewide	72,533	7	20	67	7	**74**
	11*	TAPBI School	4	*	*	*	*	*
		Non-TAPBI^	213	20	45	35	0	**35**
		Statewide	36,655	11	36	47	6	**53**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	3	TAPBI School	213	14	22	54	10	**64**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,689	5	13	66	16	**82**
	4	TAPBI School	258	12	19	62	7	**69**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,316	5	15	68	13	**81**
	5	TAPBI School	254	8	39	49	4	**53**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,726	3	27	65	5	**70**
	6	TAPBI School	330	11	19	67	3	**70**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	76,667	4	16	75	5	**80**
	7	TAPBI School	374	7	15	74	4	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	77,218	3	14	78	6	**84**
	8	TAPBI School	421	5	29	65	1	**66**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	75,886	2	23	73	2	**75**
	10*	TAPBI School	83	2	24	70	4	**74**
		Non-TAPBI^	229	12	49	40	1	**41**
		Statewide	72,438	3	22	65	9	**74**
	11*	TAPBI School	6	*	*	*	*	*
		Non-TAPBI^	206	11	46	42	1	**43**
		Statewide	40,309	5	30	56	9	**65**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. **The results of a survey of pupil satisfaction with the program, including:**

Students responded favorably to characteristics regarding the AZVA model and returned an over 87% satisfaction rate (reporting being very satisfied or satisfied) on the mixture of time spent on and off the computer; the lesson content on the computer; support from their teacher; schooling outside the classroom setting; and learning n a one on one environment. Of the characteristics, students ranked the one-on-one teaching and the being outside the traditional classroom as having the greatest positive impact on learning this year.

6. **The results of a survey of parental satisfaction with the program, including:**

Parents responded favorably to characteristics regarding the AZVA model and returned an over 95% satisfaction rate (reporting being very satisfied or satisfied) on the mixture of time spent on and off the computer; the lesson content on the computer; support from their teacher; schooling outside the classroom setting; and learning in a one on one environment. Of the characteristics, parents ranked the one-on-one teaching and the being outside the traditional classroom as having the greatest positive impact on learning this year.

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

The Arizona Virtual Academy does not target specific underserved populations.

The Arizona Virtual Academy has developed intervention strategies to assist students in grades kindergarten through eleventh who are not making satisfactory progress in the curriculum or who have been identified by their teacher as needing additional help. These interventions are separate from special education services and accommodations required under section 504. AZVA will conduct monthly activities targeting reading, writing and math in grades kindergarten through eleventh. Intervention activities will include monthly parent and student workshops, the use of Elluminate to provide additional instructions, direct instruction, a response to intervention (RTI) program, and the addition of subject specific teachers in the cores subjects for middle school students.

8. **A description of the operational and administrative efficiency of the program.**

AZVA rated themselves a 2.8 out of 3.

9. **A description of the cost-effectiveness of the program.**

State Revenue per Pupil: $6,009.54
Expenditures per Pupil: $3,534.75
Total Administrative Costs: $1,505,085.35

Humanities and Sciences Academy

General Program Overview

A. Mission Statement

The mission of the Humanities and Sciences Academy is to prepare adult high school students academically for postsecondary education, occupational education, social responsibility, employability, and life-long learning through distance education.

The Humanities and Sciences Academy is accredited by:

a. The Accrediting Commission of the Distance Education and Training Council. www.detc.org
b. The Commission on International and Trans-Regional Accreditation. www.citaschools.org

B. Number of Years in Operation

Four (4)

C. Grade Levels Served

a. Ninth (9th) grade,
b. Tenth (10th) grade,
c. Eleventh (11th) grade,
d. Twelfth (12th) grade,
e. Twelfth (12th) grade - Fifth (5th)-Year,
f. Twelfth (12th) grade - Sixth (6th)-Year,
g. Twelfth (12th) grade - Seventh (7th)-Year

D. TAPBI Program Student Counts for the 2005-06 School Year (FY 2006)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count		
Full-time Student Enrollment	962	100%
Concurrent Student Enrollment		
Total Enrollment	962	100%

Retention Rate: __62%_____
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: _78%_____
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: _____41%_____
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: _____N/A_____
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

    The Humanities and Sciences Academy provides a rigorous accelerated academic program in world languages, language arts, literature social studies, mathematics, natural sciences, and world languages. These disciplines integrate State Academic Content and Learning Standards and are based on the College Board's Advanced Placement curriculum as well as the *Great Books of the Western World*. All courses are taught by certified instructors using shared inquiry, cooperative learning, and technology through distance education. Instruction takes place in small groups and one to one. Study Guides are developed for all courses.

    The Humanities and Sciences Academy's special emphasis is to prepare adult high school students academically for postsecondary education and occupational education incorporating the following areas:

    ▪ Social Responsibility
    ▪ Employability
    ▪ Lifelong Learning

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

    The Humanities and Sciences Academy delivers academically challenging instruction through one-to-one personal interaction in small groups, E-mail, facsimile, telephone, the Internet, written communication, and mail. Educational delivery also includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, on-line help desk, and non computer based activities. All instruction is provided by certified teachers. Study guides are developed for all courses.

    Two certified special education instructors and all other certified instructors provide educational services to accommodate the educational needs of the individual student. All instructors complete courses in Working with Adults with Disabilities and Teaching an Adult to Read.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

    READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	9	*	**9**	74,927	51

    LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	9	*	**9**	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	**# Tested**	**Average Percentile Rank**	**Grade**	**# Tested**	**Average Percentile Rank**
9	9	*	**9**	74,359	50

4. Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.

2007 AIMS Results by Subject & Grade

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	**10***	TAPBI School	27	33	22	37	7	**44**
		Non-TAPBI	8	*	*	*	*	*
		Statewide	70,981	21	12	54	14	**68**
	11*	TAPBI School	76	38	31	30	0	**30**
		Non-TAPBI	21	29	30	44	0	**44**
		Statewide	39,38	38	22	35	5	**40**
	12*	TAPBI School	27	33	22	37	7	**44**
		Non-TAPBI^	8	*	*	*	*	*
		Statewide	20,709	47	23	27	3	**30**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	28	4	14	75	7	**82**
		Non-TAPBI	9	*	*	*	*	*
		Statewide	72,533	7	20	67	7	**74**
	11*	TAPBI School	59	12	27	61	0	**61**
		Non-TAPBI	16	11	20	62	7	**69**
		Statewide	36,655	11	36	47	6	**53**
	12*	TAPBI School	32	0	22	59	19	**78**
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	72,533	7	20	67	7	**74**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
	10*	TAPBI School	26	4	361	65	0	**65**
		Non-TAPBI	9	*	*	*	*	*
		Statewide	72,438	3	22	65	9	**74**
	11*	TAPBI School	60	3	44	50	3	**53**
		Non-TAPBI	16	0	35	44	20	**64**
		Statewide	40,309	5	30	56	9	**65**
	12*	TAPBI School	105	6	44	45	6	**51**
		Non-TAPBI^	16	0	43	57	0	**57**
		Statewide	17,679	9	39	44	8	**52**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. **The results of a survey of pupil satisfaction with the program, including:**

   a) Pupils' attitudes about delivery modalities employed by the school.
      Positive – 96%   Neutral – 4%

   (b) Changes in pupils' attitudes toward learning in general.
      Positive – 93%   Neutral – 7%

   (c) Changes in pupils' attitudes about their own ability to learn and about their own academic progress.
      Positive – 93%   Neutral – 7%

   (d) Pupils' attitudes about the school they attend.
      Positive – 98%   Neutral – 2%

6. **The results of a survey of parental satisfaction with the program, including:**

   (a) Parents' and their children's attitudes about the delivery modalities employed by the school.
      Positive – 93%   Neutral – 7%

   (b) Changes in their children's attitudes about learning in general.
      Positive – 92%   Neutral – 8%

   (c) Changes in their children's attitudes about their ability to learn and about their academic progress.
      Positive – 93%   Neutral – 7%

   (d) Parents' and their children's attitudes about the school that the child attends.
      Positive – 95%   Neutral – 5%

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

   The Humanities and Sciences Academy primarily serves adult high school students (16 years of age through 21 years of age). The effect of media and technology on the delivery of specific educational services to adult high school students has been to provide these students an opportunity to complete their high school diploma on time schedules convenient to them. Almost all students are working adults. Many students are married and/or have families. The majority of students are 18 years of age or older. Many students turn 22 years of age prior to completing their high school diploma. The Humanities and Sciences Academy served the following adult high school populations:

207	White Males
230	White Females
57	Black Males
50	Black Females
146	Hispanic Males
160	Hispanic Females
42	Indian Males
57	Indian Females
*	Asian Males
*	Asian Females
54	Special Education Students (Duplicated)

8. A description of the operational and administrative efficiency of the program.

Humanities and Sciences of the United States, Inc. rated themselves a 2.93 out of 3.

9. A description of the cost-effectiveness of the program.

State Revenue per Pupil: $3,124,366.00
Expenditures per Pupil: $1,983,566.00
Total Administrative Costs: $880,555.00

Kids at Hope Academy

General Program Overview

A. Mission Statement

Hope High School Online shall provide innovative, interactive, Internet-based academic courses for Arizona high school aged students who seek a non-traditional approach to learning with access to courses technologically at a time and place geographically separate from the school campus.

B. Number of Years in Operation

4 years

C. Grade Levels Served

Grades 9 through 12

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	276	53%
Full-time Student Enrollment	249	47%
Concurrent Student Enrollment	60	11.4%
Total Enrollment	585	

Retention Rate: 29.3%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 70%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: 41%
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: 40%
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.

This <u>relates to the school's mission</u> by targeting students who seek a non-traditional independent learning environment. Students feel comfortable and have the skills to use computers and the Internet in learning. Students complete courses either for credit recovery or acceleration toward graduation. They need to be away from the traditional high school campus for a personal or young professional reason, and they want to graduate from high school. Although this school is open to all students who make it their choice for independent study - 24/7, this school has an excellent format for credit recovery. These students may enroll on any business day and work at their own pace to complete courses toward their diploma at this school or another. The mission speaks of students who seek a non-traditional approach to learning and internet courses. A partnership exists with the local Boys

and Girls Club to allow students to participate in sports programs, a computer club, and mentoring programs. These programs help students to attain their goals, build skills and self-esteem to positively affect their learning.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

List of methods that allow technology and media to enhance and supplement learning (ex: instructor interactions, study groups (live, on-line), parent communications, interventions, etc)

- Instructor/student teaching live conversations
- Parent electronic and live communications
- Interventions for effective learning
- Special education support to teachers and students
- Audio and video with subject content tutoring included
- Diagnostic pre and post-tests based on a pool of questions
- Security system and filtered research system
- Help desk
- Electronic form to submit course study hours twice each month

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	30	26	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	30	23	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	30	23	9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

   ❖ **2007 AIMS Results by Subject & Grade**

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	32	48	10	39	3	**42**
		Non-TAPBI^	33	61	11	27	2	**29**
		Statewide	70,981	21	12	54	14	**68**
	11*	TAPBI School	24	58	17	25	0	**25**
		Non-TAPBI^	22	54	19	29	0	**29**
		Statewide	39,350	38	22	35	5	**40**
	12*	TAPBI School	12	75	17	8	0	**8**
		Non-TAPBI^	15	73	14	14	0	**14**
		Statewide	20,709	47	23	27	3	**30**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	28	0	57	30	13	**43**
		Non-TAPBI^	33	24	33	44	0	**44**
		Statewide	72,533	7	20	67	7	**74**
	11*	TAPBI School	29	23	68	9	0	**9**
		Non-TAPBI^	18	20	42	35	0	**35**
		Statewide	36,655	11	36	47	6	**53**
	12*	TAPBI School	5	*	*	*	*	*
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	18,539	51	42	39	4	**43**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	**10***	TAPBI School	22	0	41	59	0	**59**
		Non-TAPBI^	32	15	38	47	0	**47**
		Statewide	72,438	3	22	65	9	**74**
	11*	TAPBI School	29	10	24	67	0	**67**
		Non-TAPBI^	18	7	53	38	0	**38**
		Statewide	40,309	5	30	56	9	**65**
	12*	TAPBI School	5	*	*	*	*	*
		Non-TAPBI^	0	*	*	*	*	*
		Statewide	17,679	9	39	44	8	**52**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. **The results of a survey of pupil satisfaction with the program, including:**

Students are asked to complete a survey that covers the following areas as required. The survey asks additional detail questions related to the attitudinal topics. Students rate the questions according to the following scale: 5=Outstanding, 4=Good, 3=Satisfactory, 2=Fair, 1=Unsatisfactory. Composite results are listed below.

(a) Pupils' attitudes about delivery modalities employed by the school. Rating: 3.75
(b) Changes in pupils' attitudes toward learning in general. Rating: 3.84
(c) Changes in pupils' attitudes about their own ability to learn and about their own academic progress. Rating: 3.78
(d) Pupils' attitudes about the school they attend. Rating: 3.86

6. **The results of a survey of parental satisfaction with the program, including:**

Parents are asked to complete a survey that covers the following areas as required. The survey asks additional detail questions related to the attitudinal topics. Parents rate the questions according to the following scale: 5=Outstanding, 4=Good, 3=Satisfactory, 2=Fair, 1=Unsatisfactory. Composite results are listed below.

(a) Parents' and their children's attitudes about delivery modalities employed by the school.
    Rating: 3.79
(b) Changes in their children's attitudes toward learning in general. Rating: 3.21
(c) Changes in their children's' attitudes about their ability to learn and about their academic progress. Rating: 3.73
(d) Parents' and their children's attitudes about the school the child attends. Rating: 3.71

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

- Special Education consultants support student needs by providing instructional/technical support for students and online teachers.
- Lab facilitator leads study groups and course discussions. His/her understanding of technology is necessary to help students with technical problems.
- Instructor/student teaching live conversations
- Online tutoring services
- Parent electronic and live communications
- Interventions for effective learning
- Special education support to teachers and students
- Audio and video with subject content tutoring included
- Color and graphics stimulate the learner to move forward.
- Diagnostic pre and post-tests based on a pool of questions resulting in a learning plan for the lesson
- Security system
- Filtered research system
- Live help desk for technical and course content questions
- Email between student and teacher
- Electronic form to submit course study hours twice each month

8. **A description of the operational and administrative efficiency of the program.**

Hope High School rated themselves a 2.19 out of 3.

9. **A description of the cost-effectiveness of the program.**

State Revenue per Pupil: $6,879.61
Expenditures per Pupil: $4,543.22
Total Administrative Costs: $45,523.00

Pinnacle Education Virtual High School

General Program Overview

A. Mission Statement

Pinnacle Charter High will provide a flexible, coordinated, individualized program of study, targeting high dropouts and other special populations of students designed to promote competence in core academic subjects, personal and social skill development and workplace readiness using a strong emphasis on on-line learning.

B. Number of Years in Operation

As an Arizona charter school, formerly under the name Arizona Career Academy, Pinnacle Education has operated charter schools since 1995. During the 1999-2000 school year, Pinnacle Education piloted an on-line learning environment, ultimately linking all six of its high schools via the Internet in the 2000-2001. During the three years prior to being authorized as a TAPBI school, Pinnacle Education provided direct instruction in the on-line setting to over 900 students per day. Pinnacle Education was authorized as a TAPBI program in the 2003-04 school year.

C. Grade Levels Served

Pinnacle Education current serves students in grades 9-12, but is authorized to offer grades 7-12.

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	0	0
Full-time Student Enrollment	2,543	43%
Concurrent Student Enrollment	3,243	56%
Total Enrollment	5,786	100%

Retention Rate: 49.30%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 79%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: 92.6%
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: 100%
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.

The Pinnacle Education Virtual School operates on the *Educator* learning management system. The emphasis of the Pinnacle Education program is high school credit recovery and/or acceleration, with specific focus on career development and workplace readiness. Pinnacle Education serves a broad

spectrum of students in grades 9-12. Prior to becoming a TAPBI school, Pinnacle focused on instruction for at-risk students. Since becoming a TAPBI school, the focus of the Pinnacle program has expanded to include all of those students who are non-traditional learners, or learners in alternative environments, whose education would benefit from the opportunity to learn in the on-line environment.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   - Learning Management System – Provides teachers, students, and parents access to comprehensive instructional materials including: course descriptions, educational text, and interactive links.
     o Home page/Announcement – Provides a daily mechanism for the school to communicate important announcements immediately to students.
     o Academic Planning – Allows students and parents to view the course content as weekly task packets.
     o Grade Book – Provides students, parents, teachers and advisors with real time status of student progress
   - Attendance – Monitors each student's submitted number of instructional hours for each subject.
   - Academic Advisement – Provides students with weekly phone contact regarding student participation, progress and attendance. Academic Advisors serve as the common point of contact for students throughout their enrollment at Pinnacle
   - Orientation Course – A brief yet in depth orientation that students complete prior to beginning academic classes. Orientation creates the foundation upon which successful academic progress is predicated
   - Email – Allows students, teachers and advisors in constant communication.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	89	42	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	98	42	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	96	28	9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	118	52	17	31	0	**31**
		Non-TAPBI^	19	74	5	21	0	**21**
		Statewide	70,981	21	12	54	14	**68**
	11*	TAPBI School	109	58	28	14	1	**15**
		Non-TAPBI^	47	68	26	6	0	**6**
		Statewide	39,350	38	22	35	5	**40**
	12*	TAPBI School	92	51	27	20	2	**22**
		Non-TAPBI^	36	65	23	12	0	**12**
		Statewide	20,709	47	23	27	3	**30**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	81	5	35	58	2	**60**
		Non-TAPBI^	38	21	42	37	0	**37**
		Statewide	72,533	7	20	67	7	**74**
	11*	TAPBI School	37	14	43	43	0	**43**
		Non-TAPBI^	32	25	41	35	0	**35**
		Statewide	36,655	11	36	47	6	**53**
	12*	TAPBI School	52	6	44	46	4	**50**
		Non-TAPBI^	35	14	40	46	0	**46**
		Statewide	18,539	51	42	39	4	**43**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	**10***	TAPBI School	79	5	30	65	0	**65**
		Non-TAPBI^	38	11	39	50	0	**50**
		Statewide	72,438	3	22	65	9	**74**
	11*	TAPBI School	51	2	59	39	0	**39**
		Non-TAPBI^	42	5	48	48	0	**48**
		Statewide	40,309	5	30	56	9	**65**
	12*	TAPBI School	60	2	40	53	5	**58**
		Non-TAPBI^	30	10	48	43	0	**43**
		Statewide	17,679	9	39	44	8	**52**

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. The results of a survey of pupil satisfaction with the program, including:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	**Strongly Disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**	**N/A**
I would refer a friend to take online classes with Pinnacle Education.	4 2%	5 3%	8 5%	71 42%	81 48%	1 1%
The Orientation course prepared me for my online class and helped me to understand how to submit assignments and timesheets correctly.	6 4%	9 5%	16 9%	60 35%	72 42%	7 4%
Working with a flexible schedule in my classes, rather than having to log in at scheduled times, helped me to be more effective at completing my assignments.	7 4%	5 3%	10 6%	33 19%	106 62%	9 5%
The things I learn in my High School classes prepare me to succeed in my daily life.	7 4%	12 7%	29 17%	62 36%	57 34%	3 2%
Enrolling in Pinnacle Education has motivated me to become a better student and helped me to realize that I can improve academically.	5 3%	9 5%	32 19%	53 31%	66 39%	5 3%

6. The results of a survey of parental satisfaction with the program, including:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
Based on my student's experience, I would refer others to take online classes with Pinnacle Education.	5 11%	0 0%	6 14%	11 25%	21 48%	1 2%
The Orientation course prepared my student for their online class and helped him/her to understand how to submit assignments and timesheets correctly.	2 5%	3 7%	5 11%	17 39%	15 34%	2 5%
My student's ability to work at his/her own pace in classes, rather than having to log in at scheduled times, helped him/her to be more effective at completing assignments.	5 11%	2 5%	1 2%	14 32%	20 45%	2 5%
The things my student is learning in High School classes are preparing him/her to succeed in daily life.	3 7%	2 5%	6 14%	12 27%	21 48%	0 0%
Enrolling in Pinnacle Education has motivated my student to become a better student and helped him/her to realize that they can improve academically.	4 9%	3 7%	5 11%	10 23%	21 48%	1 2%

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

Pinnacle Virtual High School provided fair and equitable access to our programs and services by offering students without their own home computer the opportunity to use a Pinnacle owned computer upon enrollment into our program. In those cases where a student's family did not have access to a computer with the Internet within their home, such a computer was provided to them. The Equipment provided to these students were systems removed from a Pinnacle Education, Inc. physical school site, which were reconditioned prior to their relocation.

8. **A description of the operational and administrative efficiency of the program.**

Pinnacle rated themselves a 3 out of 3.

9. **A description of the cost-effectiveness of the program.**

State Revenue per Pupil: $5,859.65
Expenditures per Pupil: $3,116.56
Total Administrative Costs: $2,497,282.01

Primavera Online High School

General Program Overview

A. Mission Statement

Primavera Online High School, a Primavera Technical Learning Center, L.E.A. school, serves all students with an emphasis on the following categories of students: those with behavioral issues, those identified as dropouts, those who are pregnant and/or teen parents, those adjudicated as youthful offenders, and those with poor academic standing as manifested by their failure to keep up with their cohort group.

B. Number of Years in Operation

4 years

C. Grade Levels Served

9-12

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	0	0
Full-time Student Enrollment	5112	64%
Concurrent Student Enrollment	2825	36%
Total Enrollment	7937	

Retention Rate: __8%__
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: _73%_
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: __85%__
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: ___59%___
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.

Primavera's goal is to inspire and support all students through a rich and balanced instruction and support services. Its activities are focused on meeting the needs of all stake holders: principals, teachers, students, and families in the areas of instruction, curriculum support, and staff development. A major function of the school is the development, implementation, and evaluation of quality educational programs that incorporate the best educational thinking and research; are reflective of community values and priorities; and attend to the emotional and health needs of students. Attention is given to exceptional and at-risk students, to the support of professional staff development efforts,

and to the assessment of student achievement. Primavera's courses are an engaging, multimedia rich, interactive, online, modular, asynchronous curriculum which uses Blackboard® as its course management system.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

(i) Bi-lingual education
Primavera's ELL Plan indicates that the LEA's procedures for identifying eligible students, placing them in and removing them from the program, and specifying standards are in place and are being implemented effectively. All of the LEA's procedures for identification of eligible students are consistent with federal and state laws.

(ii) Special Education Students and Students and students with 504 Plans
Educational technology has significant potential for improving special needs student's learning. Technology supports the learning, independence, and high achievement for students with physical, sensory, cognitive, and emotional disabilities. For example, technology helps students with disabilities gain access to a virtual general education classroom, master basic academic skills, increase their personal independence and self determination, and participate as active and engaged members of their classrooms and educational communities. Moreover, special need's technology benefits not only students with disabilities but also their non-disabled classmates through meaningful interactions in a teacher-controlled educational environment.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	100	59	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	100	53	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	100	40	9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	254	43	20	38	0	38
		Non-TAPBI^	1	*	*	*	*	*
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	295	47	27	26	1	27
		Non-TAPBI^	5	*	*	*	*	*
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	217	57	23	20	1	21
		Non-TAPBI^	1	*	*	*	*	*
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	312	8	28	62	2	64
		Non-TAPBI^	2	*	*	*	*	*
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	199	4	40	55	1	56
		Non-TAPBI^	4	*	*	*	*	*
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	143	7	38	53	3	56
		Non-TAPBI^	2	*	*	*	*	*
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	**10***	TAPBI School	315	5	37	56	2	58
		Non-TAPBI^	2	*	*	*	*	*
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	227	4	43	52	2	54
		Non-TAPBI^	2	*	*	*	*	*
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	143	4	36	58	3	61
		Non-TAPBI^	2	*	*	*	*	*
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined.
^ Pupils in that school who do not participate in the technology assisted project-based instruction program.

5. The results of a survey of pupil satisfaction with the program, including:

1. I am encouraged by the lesson format to complete my lessons.
   Student response: 86% agree which is a 24% increase.
2. The hardware, software, repairs, or a service provider is expensive.
   Student response: 21% agree which is no change from 2006.
3. My online instructor has provided me with clear expectations or instructions in the daily lessons.
   Student response: 86% agree which is an increase of 14%.

6. The results of a survey of parental satisfaction with the program, including:

1. My son or daughter is encouraged by the lesson format to complete his or her lessons.
2. Parent Response: 82% agree which is a 7% increase.
3. The hardware, software, repairs, or a service provider is expensive.
4. Parent Response: 19% agree which is a decrease of 1%.
5. My son's or daughter's online instructor has provided him or her with clear expectations or instructions in the daily lessons.
6. Parent Response: 81% agree which is the same as the 2006 survey.

7. A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.

Three major issues surrounding technology arise when students participate in distance education:

1. A lack of a computer by those want to participate

   To address the question of lack of a computer, Primavera participates in two recycling programs:

a) The Federal <u>Computers for Learning</u> program is designed to streamline the transfer of excess and surplus Federal computer equipment to schools with kindergarten through 12th grade and educational non-profits, giving special consideration to those with the greatest need.

b) Locally and formed in 1997 by founding sponsors Intel & Motorola, Arizona StRUT is a partnership between local schools and businesses, where students learn new skills by refurbishing used computer equipment. The equipment is then donated to schools and other qualified non-profit organizations throughout Arizona.

2. Home computers with a dial-up connection with its associated limited bandwidth.

Incoming Primavera students were surveyed regarding their computers and internet access. 60% reported that they their connection as cable or DSL, 31% use dial up and 9% do not have a computer.

In the meantime, Primavera uses a technology-based curriculum that is designed to "go the last mile", currently a 56kps dial up modem.

3. Students with a beginner's technological knowledge base

Teachers, enrollment counselors, admissions counselors, academic counselors, guidance counselors, administrators and technological staff are trained to assist students who have an incomplete understanding of computers of the nature of an online education.

8. A description of the operational and administrative efficiency of the program.
Primavera rated themselves a 2.14 out of 3.

9. A description of the cost-effectiveness of the program.
Total State Revenue per Pupil: $5,948.60
Total Expenditures per Pupil: $5,046.39
Total Administrative Costs: $ 943,879.89